

Assessment Policy

1. Mission

Assessment is used to develop all attributes of the IB Learner Profile and according to the IB mission statement to “develop inquiring, knowledgeable and caring young people”. (IB mission statement ibo.org)

Assessment “encourages students [...] to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”. (IB mission statement ibo.org)

2. Vision

IB students are reflective learners.

Assessment supports them in learning to reflect their own progress, their strengths and weaknesses and based on that to set goals for further learning. Students work on the cycle of inquiry and reflect when they are able to move to the next stage. Students reflect on the progress of others and learn from comparing different ways and styles of learning.

IB students are good communicators. They are able to express their opinion and give and receive both positive and critical feedback in a constructive way. Assessment evaluates all types of communication including presentations, written work, discussions, portfolios, exhibitions.

IB students are principled. Assessment helps them to act with strong sense of fairness and justice. They demonstrate a high level of academic honesty.

IB students are knowledgeable. Assessment is designed to support conceptual understanding across subjects and disciplines. Assessment is meant to evaluate the process of learning rather than mere results.

IB students are good thinkers and inquirers. Assessment is focused on the cycle of inquiry and includes the process of finding research questions, defining the problem before finding solution. Assessment encourages curiosity and inspires lifelong learning.

IB students are caring and open minded. When reflecting on the learning process of others, students show respect and understanding of cultural differences. Assessment encourages development of social skills and inspires the students to support each other in learning.

IB students are risk-takers. Assessment including feedback is carried out in a safe environment where students learn that taking risks and even failing is part of a learning process.

IB students are balanced. Assessment helps them to manage their time and to cope with stress. Assessment is designed that students maintain their emotional well-being.

3. Assessment in PYP

3.1. Self-assessment and Peer-assessment

Self-assessment is a tool to inform learning and teaching. It can be used at different stages of a learning process. Self-assessment can be used to evaluate a prior knowledge when starting a new topic or a new unit. It can also be used at the end of the unit to reflect gained knowledge and skills and throughout all stages of the cycle of inquiry. Tools for self-assessment are for instance rubric charts, interviews (student-teacher or student-parent), or portfolio entries. On a regular basis students assess their own achievement of IB Learner profile attributes.

Peer-assessment is especially used for any forms of presentation, e.g. book presentations, theater performances, art exhibitions. Peer-assessment enables students to give and receive positive and critical feedback.

3.2. Summative assessment:

Summative assessment means all kinds of assessments that measure a student's understanding in forms of graded homework, essays, creative products, presentations, or tests. These summative assessments all have clear and transparent assessment criteria and are based on or inspired by the IB assessment criteria for the respective subjects. Teachers will announce every summative assessment and explain them in detail.

Following each summative assessment, the students get a grade (exceptions, such as non-graded tests are possible) and evidence-based feedback from the teachers.

The student's achievement in summative assessments contributes to the school report cards. In December or January in grade 4 all parents are invited to discuss further education options suitable for the development of the individual child. Suggestions given by the school are not binding.

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3.2.1. School reports

A school report is a written report provided by homeroom teachers' team in close collaboration with all specialist teachers who teach at the same grade level. School reports are sent to the parents via e-mail. The official school reports (shown in bold print) written in February and July are given to the students. The reports are to be signed by the parents/guardians and returned to school.

Grade 1	Grade 2	Grade 3	Grade 4
School report in November	School report in November	School report in November	School report in November
School report in February	School report in February	Semester report with grades in all subjects in February	Semester report with grades in all subjects in February
School report in May	School report in May	School report in May	School report in May
End of year report in July	End of year report with grades in Mathematics and German in July	End of year report with grades in all subjects in July	Final report with grades in all subjects in July

The school report criteria are:

- Learning skills
- Social skills and behaviour
- Attitude to work

All the official school reports including number grades show the process of learning throughout the school year.

Additionally, with each school report every student is assessed according to the IB Lerner Profile attributes by the team of grade level teachers.

3.2.3. Assignment Categories

Each teacher sets assignment categories and related percentages at the beginning of each academic year. All assessment categories are based on the unit planner and aim at developing learning abilities according to the approaches to learning. They are used for assessment grades and communicated to students by teachers at the beginning of each academic year. The different assignment categories contribute to the school reports grade and can differ from subject to subject.

3.2.4. Grade Scales

Students are assessed by number grades from 1 to 6 with 1 being the best grade.

3.3 Formative Assessment

Formative Assessment is used throughout every lesson and is meant to support learning. It can come in different forms, such as verbal or written feedback by the teacher.

3.4 Homework policy

Homework/independent work of students is part of the learning process and contributes to assessment.

3.4.1 Purpose of homework

1. Homework/assignments are designed by teachers to support students in deepening the understanding of the material dealt with in lessons and to practice the application of the learned material.
2. When working with the method Flipped Classroom homework is meant to prepare the next lesson. Before the lesson students study material independently and during the lesson the material studied independently is being applied.
3. Homework can be designed as a training for Internal/External assessment including the gathering of material for a portfolio.

4. Homework can be used as a tool for differentiation of learners.

3.4.2 How homework contributes to school-based assessment

1. Homework informs learning and teaching and teachers give a feedback – in oral or written form and/or grading.
2. Not timely handed in homework can be marked with 6. A repeated case of homework not handed on time will be reported to the parents.
3. The amount of homework is decided collaboratively by the team of grade level teachers.
4. The school provides a supervised learning and reading time, which can be used for homework.

3.5. Exhibition

In grade 4 of the PYP, students prepare contributions for the PYP exhibition.

They work collaboratively and interdisciplinarily on a project using all gained skills and knowledge from the PYP programme.

The exhibition is presented by students to the whole school community including parents/families. With an exhibition the school community celebrates successful completion of the PYP programme.

Teachers assess both the process and the result of student's work and the role the student takes in a team.

3.6 Assessment for Students with special educational needs (SEN)

For students with special assessment requirements our special educational needs policy outlines procedures for class work and assessment in detail.